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ABSTRACT

This annotated bibliography includes recent publications and operating programs in the area of student relations. Although it is not intended to be a thorough review of the literature, it is designed to be broad enough to serve as a reference source for several topics. The bibliography was compiled because the area of student relations is one of the most pressing issues facing school officials today. While the role definitions of students and staff within the school are under rapid change, so are the roles of adolescents in the larger society, and the bibliography dramatizes the range of opinions about what role students "should" play. The various works annotated examine such topics as student unrest, school dropouts, pupil self-esteem, school desegregation, and drug abuse. (Author/SES)

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STUDENT RELATIONS

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Referral Information Service (ARIS) of the Ohio Education
Association, Columbus, Ohio

J. ALAN AUFDERHEIDE--PRESIDENT
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FOREWORD

This annotated bibliography is one of twelve prepared during the summer of 1970 for the Association Referral Information Service (ARIS). The twelve topics selected were among the most requested areas during the first year of operation.

The selection of materials is designed to be broad enough to serve as a reference source for several topics. Recent publications and operating programs are included in these bibliographies; however, this series is not intended to be a thorough review of the literature. Items included are designed to help you begin your inquiry. Hopefully school personnel will find the cited materials useful in completing their day-to-day responsibilities.

This series was prepared under the able direction of Mr. Rosario Poli, Reference Librarian in the College of Education at the Ohio State University. The initial selection of materials was the sole responsibility of the compiler. Citations with the ED number are part of the ERIC microfiche collection and the abstract is from Research in Education. The other abstracts were prepared by the compiler.

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The area of student relations seems to be the most pressing issue facing school officials today. The role definitions of students and staff within the school are under rapid change, as are the roles of adolescents in the larger society. This bibliography dramatizes the range of opinions about what role students "should" play. The emerging role definitions will obviously have to be developed on an individual basis until we can reach a new consensus. BHM

Association for Supervision and Curriculum Development. Student Unrest: Threat or Promise? (Washington, D.C.: NEA, 1970).

This book contains a synopsis of the regional conference concerning "Student Unrest" held in Atlanta, Georgia during April of 1969. The conference was sponsored by the ASCD Council on Secondary Education. In order to better understand the implications of the phenomenon of student dissent for program development renowned scholars and practitioners were invited to present manuscripts at the conference. The book is a collection of these manuscripts.

Boderick, Carlfred, et al. Sex Education: Kaleidoscope (Stony Brook, N.Y.: Scope, 1968). ED 026 679

This publication attempts to keep the educational community in touch with current topics and trends. The present focus is on sex education, a topic of growing concern in educational circles. The texts of three addresses are presented, with audience questions and speaker responses. Dr. Carlfred Boderick gives an overview of sex education: the role sex education plays in children's development; the meaning and implications for understanding emotions, social roles, and skills, and sex education's definition within the sphere of education. Dr. Ernest Van Den Haag asks if sex education in the schools is the solution, and gives many reasons why this is not an ultimate answer. Dr. Esther Schulz presents some practical aspects of introducing sex education into school programs and sex education's relationships to community and student attitudes and conventional curriculum.

Brameld, Theodore. The Climatic Decades (New York: Praeger Publishers, 1970).

The author's main effort in this book is devoted to projecting and clarifying goals for a future-centered education of mankind. Part II: Insistent Tasks Before Us, is especially helpful in clarifying many of the practical, philosophical and moral problems facing education today.

Brown, Stanley and Peterson, Ted. "The Rebellious School Dropout," School and Society, Vol. 97 (November 1969), 437-39.

Brown and Peterson take up the important question: Can the dropout make a meaningful contribution to community life? A discussion of the causes

for people dropping out as well as suggestions to help minimize this phenomenon make this article both interesting and worthwhile.

Campbell, Alan K. "Who Governs the Schools?" Saturday Review, Vol. 51 (December 1968), 50-65.

In this article Campbell sets out to understand who governs education. His ultimate findings are interesting, factual and to the point. The authors concludes that our schools seldom promote the interests and needs of the individual student, and the students are all too aware of this.

Caspi, Moshe D. "Emotional Blackmail," Teachers College Record, Vol. 70 (January 1969), 279-96. EJ 001 416

This article uses a small anthology of instances in which people deal with tension by exploiting negative and irrelevant emotions. Professor Caspi discusses tension in the classroom and how one may respond to this. Included are suggestions for improving student-teacher relationships as well as indices for evaluating progress while dealing with tension and negative attitudes.

Cohen, David K. "Politics and Research: Evaluation of Social Action Programs," Review of Educational Research, Vol. 40 (April 1970), 213-38.

Dr. Cohen analyzes the evaluation of some of the major social action programs. According to Dr. Cohen, the politics of social action produce two sorts of evaluation problems: one conceptual-the program's nature and aims have not been adequately expressed in evaluation design, the second practical-the interested parties do not agree on the ordering of priorities which the programs embody.

Coopersmith, Stanley and Silverman, Jan. "How to Enhance Pupil Self-Esteem," Today's Education, Vol. 58 (April 1969), 28-29.

Although this article is short, the authors manage to pack in many salient points concerning the important task of successfully dealing with a wide range of children.

Crain, Robert L. The Politics of School Desegregation (Chicago: Aldin Publishing Company, 1968).

An analysis of the way in which fifteen American city school systems made decisions regarding school integration. It deals with the why of social phenomena, exploring such questions as, "why did violence occur in one city and not another?" Of additional interest to the readers will be the discussion of differences and similarities among cities as they struggled with the problems of school integration.

Cross, K. Patricia. "Is There a Generation Gap?" Research Reporter, Vol. 2, No. 3, 1967. ED 025 202

According to data that emerged as a byproduct of a total study designed to measure the impact of higher education on the student, students are likely to find greater understanding from their parents on many current issues than from fellow students at another college. Student and parent opinions, as perceived by students, were collected from 3 colleges: (1) a highly selective institution drawing students mainly from the upper socioeconomic levels. Parents were liberal in their political-social outlook and belonged mainly to the Democratic party, (2) an institution in which students, parental occupations and incomes were typically middle class-parents were mostly Republicans and Protestants, and (3) a public institution drawing students from a metropolitan area. Few parents were college educated: most were bluecollar workers, Democrats and Catholic. On issues such as Supreme Court decisions on civil rights, the Vietnam war, aid to minority groups, general welfare programs, the House Un-American Activities Committee, the use of cigarettes, alcohol, LSD and Marijuana, artistic, financial and intellectual interest humanitarian ideals, politics, religion, recreation and vocational pursuits, students faithfully reflected the attitudes of their parents. While many parents may not understand other people's children, there is little support for the popular notion of a generation gap. The evidence strongly suggests that the attitude and interest gaps shown are less related to age than to the state of American society.

Dodson, Dan W. High School Racial Confrontation (Washington, D.C.: Institute for Services to Education, 1969). ED 029 359

This case study examines a racial confrontation in the high school of White Plains, New York. The study includes a chronology of the White Plains incident, a report of the community background, discussion of various hypotheses concerning the reasons for the incident (social class factors, youths testing new roles, and breakdown of authority), facts about the school, discussion of the idea-logical influences, an analysis of how the class boycott was handled, and a description of innovations resulting from the incident. Recommendations call for (1) making greater effort to have the curriculum represent all ethnic groups, (2) hiring more Negro staff, (3) approaching student government in new ways, (4) guarding against becoming rigid and formal in dealing with school tensions, (5) seeking more involvement of pupils and community in discipline, and (6) reexamining grouping practices.

Emmer, Edmund T. The Effect of Teacher Use of Student Ideas on Student Initiation (Austin: Research and Development Center for Texas Education, Texas University, 1968). ED 022 732

To determine whether increased teacher use of student ideas would produce increased verbal initiation, an experiment was conducted with 16 second grade teachers and their classes. First, a series of observations were made under normal class conditions to determine the usual percentages of teacher use of student ideas and student initiation. Then, during a 20- to 25-minute time period, each teacher attempted to elicit student initiation on 2 topics selected by the experimenter. Finally, each teacher again attempted to elicit student initiation on 2 more topics. Each teacher and her class was observed using Flanders' Interaction Analysis categories to code teacher and student behavior, and a statistical analysis was made of the results. It was concluded that those teachers who increased their use of student ideas increased student initiation, whereas teachers who did not increase their use of student ideas did not obtain more student initiation.

Erickson, Kenneth, et al. Activism in the Secondary Schools (Eugene: Bureau of Educational Research, Oregon University, 1968). ED 027 618

This booklet analyzes the manifestations of student unrest in the secondary schools, discusses the causes of activism, and recommends ways for dealing with these forces. Alienated students and various types of activist students are defined. Examples are given of such activist-oriented activities as underground publications, sit-ins, picketing, mass meetings, vandalism, manipulation of student politics, and protest themes. Some major causes of activism are analyzed with particular attention paid to societal causes, school related causes, and personal causes. Recommendations are made for using student unrest to benefit the educational process. Discussion covers the administrator's role, faculty role, communication, administration, counseling, student participation in government, open forums, curricula, guidance programs, and student activity programs. In the event that activism becomes destructive and must be controlled, suggestions are made for establishing school policies relating to discipline, closed campuses, underground newspapers, the "continuation school" program, improvement of facilities, community news media, Parent-Teachers Associations, and emergency planning.

Fleming, C. M. Adolescence and Its Social Psychology (New York: Humanities Press, 1967).

The basic premise of this book is that human behavior cannot be adequately understood apart from interaction of individuals and groups. The three main headings of the book ("The Adolescent at Home," "The Adolecent at School," and "On the Threshold of Maturity") attempt to survey the principal social settings in which adolescence is experienced.

Garber, Lee and Reuther, Edmund. Yearbook of School Law (Danville: Interstate Printers & Publishers, Inc. 1970).

Contains important legal themes relating to the place, function, and organization of public schools. It also contains a number of individual cases where the substantive issues appear to be relevant. Chapter 3 concerning tort liability of school districts, officers, and employees should be extremely helpful to teachers.

Glasman, Naftaly. "Teachers' Law Expectation Levels of Their Culturally Different Students," Journal of Secondary Education, Vol. 45 (February 1970), 82-93.

Professor Glasman's basic view is that most teachers are too immersed in middle class outlooks to teach disadvantaged children successfully. They experience difficulties in understanding and working with disadvantaged students because they have serious misconceptions of the pupils' preschool experiences. To offset this problem Glasman offers suggestions for teachers and administrators.

Gorton, Richard. "Student Activism in the High School," The High School Journal, Vol. 53 (April 1970), 411-16.

The author takes the approach that student activism at the secondary school level will spread and teachers and administrators would do well to examine present forms of student unrest in the high schools. The author further lists and briefly studies a few of the manifestations of student unrest such as right to self-expression and underground newspapers.

Hertzberg, Hazel. "The Now Culture: Some Implications for Teacher Training," Social Education, Vol. 34 (March 1970), 271-79.

Takes the position that for any rational reform in education to take place, we must consider a factor largely neglected: the sub-culture of students themselves. Further, the author analyzes the Now Culture and points up implications for the future of teacher training.

Hodgkinson, Harold. Education, Interaction, and Social Change (Englewood Cliffs, N.J.: Prentice-Hall, 1967).

Hodgkinson provides an analytic framework by viewing social systems as people in constant interaction. Education is one such instance within the context of culture. The author also examines bureaucracy, social mobility, student values, and the social revolutions of our times.

Hudgins, H. C. "Desegregation: Where Schools Stand," American School Board Journal, Vol. 156 (January 1969), 21-5.

Provides the teacher with a solid factual background concerning the legal development of desegregation in our public schools. Through citing pertinent parts of the constitution and selected excerpts from major school desegregation cases the layman gets a flavor of the historical legal development in this area. The article also gives some insight into the legal processes by which our courts decide constitutional cases.

Hutchins, Robert M. The Learning Society (New York: Frederick A. Praeger, 1968).

Hutchins' basic theory is that due to mass technology the rate of change has now become so accelerated that it is impossible to plan manpower to match it, and only intellegent men will be able to retrain themselves to keep pace. This sort of crystalball gazing gives some insight into what education may be like in the twenty-first century.

Integration of the Public Schools (Chicago: Advisory Panel on Integration of the Public Schools, 1964). ED 023 713

This report of an advisory panel to the Chicago Board of Education deals with desegregation of the public schools, and offers a plan "by which any educational, psychological, and emotional problems or inequities in the school system" can be removed. The introduction deals with historical and legal background and the problem of integration in a pluralistic society; a summary of the Panel's findings, recommendations with their rationale; and a general discussion of implementation. The panel's findings on de facto segregation are discussed in relation to racial composition of student body (schools are defined as integrated when they are at least 10% Negro and 10% white), and the racial distribution of teachers. Quality of Education in white, integrated, and Negro schools is discussed in terms of overcrowding; class size; student-staff ratio; teaching staff; attendances; dropouts and mobility; achievement; curriculum and teaching methods; and physical facilities. Recommendations, based on the currently accepted premises about the value of desegregation, stress that the principle of the neighborhood school must be modified to achieve the "higher priority" of expanding "the freedom of individual choice." Appendices include policy statements, social-psychological material on segregation, and tables of data on which recommendations were based.

Janowitz, Morris. Institution Building in Urban Education (Hartford, Conn.: Russell Sage Foundation, 1969).

Janowitz presents a sociological perspective on the issues involved in transforming the institutional structure of inner city schools. His concern is with closing the gap between sociological analysis and public policy,

and professional practice and citizen participation. Contains many excellent ideas.

Kaufman, Wallace. "State, Student, and Teacher. Where is the Leader?" North Carolina English Teacher, Vol. 26 (October 1968), 13-14.

If a generation gap does exist, the English teacher has failed in his primary task—improving personal communication—and must accept full responsibility for this failure. A profile of the typical North Carolina English teacher reveals a person over 30 years of age who is politically and morally influenced by the values of previous generations; inadequately informed about modern music, books, and movies; and complacent in a segregated school. On the other hand, many of the students with whom the teacher must cope are impatient with the machine-like qualities of adults: their clichés, platitudes, apathy, petty dishonesty, and naivete. Significantly for the schools, these students despise the English teacher who merely follows the curriculum imposed by the state and claims that he hasn't the time, money, training, or authority to do otherwise. In reality, he possesses untapped power, ranging from public relations to strikes, and has access to instructional materials from many sources. Teachers must soon decide that they, not state officials, parents, or students, are the leaders in education.

Kirp, David L. "The Poor, the Schools, and Equal Protection." Harvard Educational Review, Vol. 38 (Fall 1968), 635-68.

This article is the first in a projected series on Law and Education contained in the Harvard Educational Review. The articles deal with both legislation and court decisions relevant to education. The articles provide an excellent understanding of many of the major legal-educational problems.

Kozol, Jonathan. Death at an Early Age (Boston: Haighton Mifflin Company, 1968). ED 023 766

This book recounts the author's experience of teaching in a predominantly Negro elementary school in Boston as part of a program to upgrade segregated schools. He describes specific incidents to convey the bigoted attitudes of the teachers and other authorities, which he feels were manifest in their behavior and in the curriculum and activities of the school. These attitudes and the unjust treatment have caused the students to feel a debilitating sense of inferiority.

Kukla, David A. "Protest in Black and White," National Association of Secondary School Principals Bulletin, Vol. 54 (January 1970), 72-86.

Draws comparisions between black and white student radicals in our high schools and provides a helpful analysis of activists' family backgrounds,

as well as suggestions for bettering relations among student, school and community. Kukla takes the position that the faults of student radicals do not excuse the principals from listening to their demands.

Libarle, Marc and Seidman, Tom. The High School Revolutionaries (New York: Random House, 1970).

This book presents a series of articles written by "High School radicals." The authors' purpose was to solicit student attitudes and values concerning what they felt to be the formative elements of their radicalism. This book was not written or interpreted by adults, allowing for the hard impact of many of the articles. The book would be especially useful in any work concerning "counterculture."

Lowenhagen, Chuck. "Anatomy of a Student Demonstration," National Association of Secondary School Principals Bulletin, Vol. 53 (December 1969), 81-7.

Lawenhagen presents a case study of how one student demonstration in New York was wisely handled. The results seem to suggest that students are a responsible political force when allowed to interact with teachers, administrators and school board members.

McCloskey, Gordon. Education and Public Understanding (New York: Harper & Row, 1967).

Dr. McCloskey presents a methodological treatment of public relations as it applies to the public schools. Throughout the book the author emphasizes how some part of the educational system may be used to further good school-community relations. There is an excellent section on how the teacher can inform the parent about the school program and enlist his support for local educational activities.

McMillion, Martin B. Correlates of Leadership Decision Patterns (Minneapolis: Minnesota Research Coordinating Unit in Occupational Education, 1968). ED 025 646

A previous study by the investigator determined that the lowest socio-economic strata of pupils valued leadership significantly higher than did the upper socioeconomic group. This follow-up study attempted to determine whether pupils with similar connotations of leadership were more likely to be democratic leaders or autocratic leaders, and to determine if there was a difference in democratic tendency between students of various socio-economic groups. The 94 pupils in 14 vocational agriculture departments in Illinois were stratified by socioeconomic classification and by grade level. Evaluation of data by analysis of variance and coefficient of correlation revealed: (1) those who valued leadership most were the least democratic in their leadership decision pattern and those who valued

leadership least were more democratic, (2) no statistical difference in the leadership ability or style of leadership existed among the socioeconomic classification of pupils, (3) leadership scores were not significantly different for the three high school grade levels of pupils, and (4) pupils in the 10th grade gave less democratic-cooperative responses and more autocratic-aggressive responses.

Moore, Allen J. The Young Adult Generation (Nashville: Abingdon Press, 1969).

Moore's major thesis is that there is not a massive generation gap in our society. Rather, the present young adults are the first generation to have modern parents who broke the shackles of tradition, and the present young adult generation has only continued to feed a change which has been going on in our society for several decades.

National Education Association. The Pupil's Day in Court (Washington, D.C., Annually). ED 030 213

This report contains digests of court decisions dealing with legal and constitutional issues concerning students in public schools, parochial schools, and public institutions of higher education. All levels of the State and Federal judiciary systems are represented by the decisions. The case digests are arranged under the following topic headings: (1) admission and attendance, (2) school desegregation, (3) pupil injury, (4) religion/sectarian education, (5) transportation, and (6) miscellaneous. A title index to the cases is also provided. Court litigation affecting teachers and state school legislation are the topics of related annual NEA publications.

National Institute of Mental Health. "Students and Drug Abuse." Today's Education, Vol. 58 (March 1969), 35-50.

This 16 page special feature was prepared by the Public Information Branch and Center for Studies of Narcotic and Drug Abuse. The study is geared specifically toward the teacher and the content is excellent. The article provides practical as well as psychological suggestions for dealing with the student who wants to know more about drugs.

Ornstein, Allan. "On High School Violence: The Teacher-Student Role," Journal of Secondary Education, Vol. 45 (March 1970), 99-105.

Contains an interesting discussion of many of the "common" problems which cause student frustration and violence in the high school. Ornstein also points up many basic mistakes that teachers and administrators are apt to make in enforcing school bureaucracy.

Passow, Harry A. Developing Programs for the Educationally Disadvantaged (New York: Teachers College Press, 1968).

Presents significant information for a comprehensive coverage of this area and, on the whole, the essays seem well chosen. An excellent example is A. J. Tannenbaums essay, "The School Dropout Today," which takes a fresh look at some of the traditional notions about early school withdrawal.

Peterman, Lloyd, et al. "A Place of Responsibility: Where it Worked Both Ways," The National Association of Secondary School Principals Bulletin, Vol. 53 (September 1969), 1-44.

This series of four articles provides excellent insight into current student school relationships and problems. It includes a case study of an actual high school protest situation along with recommendations and results. Other topics dealt with include channeling student activism into a potentially constructive force and exploring the issue of freedom of speech for minors.

Postman, Neil and Weingartner, Charles. Teaching as a Subversive Activity (New York: Delacorte Press, 1969).

The authors of this book paint a picture of education that is both horrifying and convincing. They claim schools are dedicated to irrelevancy and nonsence, and the real issues confronting the public schools today are on how to produce quality education for human beings, (those of the quality of the human beings that emerge). The book appears as a plea to change education to this end.

Purdue University. High Schools in 1970: A Study of the Student-School Relationship (Indiana: Purdue University, 1970, Purdue Opinion Panel, Poll #88).

This report is a statistical study of family and school on student attitudes. For example, approval of the present school by both parents is found for: (1) parents with college education, and (2) students with better than average grades. Also the better students appear to have a more personal relationship with faculty and counselors. On the whole, the higher the academic influence of the student the more positive are his attitudes toward the school and student organizations.

Rock, Donald A. "Student Characteristics as Moderators Within Curriculum" Paper for American Psychological Association, 1968. ED 030 141

A generalization of the moderated regression system was applied to obtain information concerning the interactions between groups of high school students and their attributes when predicting a criterion of success within a curriculum. Groups whose success within a curriculum exceeds that expected from the normal prediction equations were identified. Participants

were 403 students in the academic curriculum, 166 students in the business curriculum, and 137 students in the general curriculum. Rank in the senior class, independent of curriculum, was compared with seventh grade Sequential Test of Educational Progress math, science, social studies, reading, and writing scores. The potential moderators were: (1) the number of semesters of math, (2) father's feelings about post-high school education, and (5) the extra-curricular activity level. Father's education level, and parental encouragement were positively related to prediction, parental encouragement for post-high school education, and a high level of extra curricular activity were also related. The one characteristic finding throughout was that an indifferent or negative parental attitude led to underachievement.

Rooks, Shelby. "The Rebirth of Hope," National Elementary Principal, Vol. 48 (September 1968), 45-50.

Contains a copy of a provocative speech concerning race relations delivered by Shelby Rooks to the Princeton, New Jersey schools. It is an attempt to assess the understanding of race relations issues among the staff and to attack race relations problems confronting the staff, the students and the community.

Rubinstein, Annette T. (ed), Schools Against Children (New York: Monthly Review Press, 1970).

Contains a number of essays written by various authors and edited by Annette Rubinstein. There is a wide range of selections. The book is current and touches on many of the problem areas in student, school and community rights and responsibilities.

Seagren, Alan T., et al. The Impact of Student Teachers Upon the Attitude and Achievement of High School Students (Kansas City, Mo.: Mid-Continent Regional Education Lab., Inc., 1967). ED 026 346

The impact of student teachers upon the attitude and achievement of high school students was studied from 1962 to 1966 to determine the adequacy of student teachers. An experimental group was composed of a representative sample of students (grades 10-12) and graduates who attended the University of Nebraska's University High School and were taught entirely by supervised student teachers. A control group was composed of students and graduates from Nebraska high schools staffed by regular teachers. An attitude scale was created to measure the affective domain, and scores on the National Merit Scholarship Qualifying Test (NMSQT) along with university grade point averages were used as measures of high school and post high school cognitive achievement. Analysis of covariance was used in making the comparison, with intelligence quotient and socioeconomic level being the covariants. Results indicated that students taught by

student teachers reached a higher level of achievement than did students taught by regular teachers. Therefore, instruction provided by supervised student teachers seemed to be no less effective than that provided by experienced teachers. Also, the impact of student teachers upon student attitude toward school and teachers was as positive as that of regular teachers and is greatest and most positive in close student-teacher contact.

Spaulding, Robert L. Achievement, Creativity, and Self Concept Correlates (Hempstead, N. Y.: Hofstra University, 1965). ED 024 463

This report describes the second phase of a continuing analysis of the recorded classroom behavior of superior teachers in transaction with pupils. The problem was to discover how teaching method and style affected pupil personality development and educational progress. Eight hypotheses were tested, using 21 teachers of 507 fourth and sixth graders of high socioeconomic background. There was a significant relationship between the placement of a child in a superior classroom and subsequent self-esteem, academic achievement, and creative thinking. Height of self-concept was related to socially integrative, learner-supportive teacher behaviors. Predictions of superior reading and mathematical achievement taught by academically oriented teachers and higher self-concepts in classrooms with counselor-type teachers were unsupported. Superior pupil originality with creative teachers was unsupported. High degree of private communication with pupils yielded high self-esteem. Little support was given to the predicted relationships with democratic teacher behavior. Sequential analyses of teacher transactions with different types of children were recommended.

Stahl, Robert, "Teacher Militancy," Educational Horizons, Vol. 48 (Fall 1969), 13-18.

Robert Stahl, professional services consultant for the California Teachers Association, discusses some of the deep-rooted causes which stimulate teacher conflict and militancy. Mr. Stahl feels that, regardless of what the public thinks or does, teachers do suffer under impossible conditions while teaching in many city schools and even in some suburban school districts.

Stein, Waltraut J. "Exploiting Existential Tension in the Classroom," The Teachers College Record, Vol. 70 (May 1969), 747-53.

Stein places man in the paradoxical position of being simultaneously in the world and beyond it in the modalities of being absorbed in a situation and reflective, bound and free, with others and alone. Stein further points out that there is tension involved in being human as man struggles to come to terms with his paradoxical position. This Stein calls "Existential Tension." Further, by exploiting this tension human and educational goals may be realized. Stein concludes with some hypotheses concerning the creation of classroom climates.

Stinnet, T. M. Turmoil in Teaching. New York: The MacMillian Co., 1968).

The author provides a valuable historical perspective on the evolutionary pattern of the organizational struggle for America's teachers and follows this discussion with an assessment of the weapons used and the strategies employed in that struggle. The author holds out the hope that a viable and unified organization of teachers will be achieved.

Strategies for Educational Change. (Detroit: Wayne County Intermediate School District, 1968). ED 024 977

This is a curriculum development project designed to identify, develop, and test objectives and strategies to change educational programs in two public schools—a junior high school in a suburban school district and an inner-city senior high school. The first objective is to discover and test ways of identifying and bringing about changes in policies and procedures to decrease the degree of alienation of youth from school and from society. A second objective is to experiment with new roles for youth in the educational decision-making processes. A final objective is to examine some promising methods of developing curricula for training educators and leaders to identify, create, and implement learning experiences which will provide a useful and satisfying education for delinquent, malperforming, and vulnerable youth as well as for the non-delinquent student. An intervention team model with change organizers in each school is developed and, in part, tested. Strategies to develop organizational change are described. Issues critical to the project's intervention effort are cited. An outline is given of the conditions supporting or inhibiting the change process in each school.

Strom, Robert D. The Inner-City Classroom: Teacher Behaviors (Columbus: Charles E. Merrill Books, Inc., 1966). ED 023 712

The following essays make up the contents of this book: (1) John Niemeyer, "Importance of the Inner-City Teacher," (2) Robert Strom, "Teacher Aspiration and Attitude," (3) Robert J. Havighurst, "Overcoming Value Differences," (4) E. Paul Torrance, "Fostering Creative Behavior," (5) Paul Bowman, "Improving the Pupil Self-Concept," (6) A Harry Passow, "Diminishing Teacher Prejudice," (7) G. Orville Johnson, "Motivating the Slow Learner," (8) Paul Hunt and Elvin Rasof, "Discipline: Function or Task?" and (9) Gene Fusco, "Reaching the Parents." An extensive bibliography is included with the essays.

Tesconi, Charles A. "Education and the Loss of Self-Esteem," School and Society, Vol. 98 (February 1970) 102+.

This interesting article uses the basic argument that the most important function served by any educational system is that of providing the means for individuals to achieve and identify consciousness which brings self-

esteem. Because of alienation produced by an advanced industrial society our schools must preserve this identity.

Weisbord, Marvin R. "Now, Focus on High School Unrest," Education Digest, Vol. 55 (January 1970), 5-8.

Weisbord contends that it is possible to use conflict as a base for learning instead of sweeping it under the rug. Techniques range from various forms of group "encounter" to training in analyzing and solving school problems, using cooperation, compromise and negotiation.

Young, Whitney. "Community Communication," The National Elementary Principal, Vol. 48 (May 1969), 75-79.

Mr. Young, Executive Director of the National Urban League has written this timely article dealing with the questions we must ask ourselves if anything positive is going to occur in the field of race relations on the community level.

Zeigler, Harmon. The Political Life of American Teachers (Englewood Cliffs, N.J.: Prentice-Hall, 1967).

This book is informative about the political characteristics of teachers. The author chose to study sex differences of high school teachers, related to political attitudes and activities in both school and community. One of the general conclusions which can be drawn from the volume is that teachers are politically inactive and feel that their professional commitment requires them to be so.

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